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ABSTRACT

The manual is designed to teach writing to native speakers of Kobuk Inupiaq, a regional dialect of Alaskan Inupiaq Eskimo. Spelling is emphasized. An introductory section for teachers details the use of the manual, chapter by chapter, and suggests classroom activities. The first chapter provides an introduction to the writing system of Kobuk Inupiaq. Subsequent chapters outline the characteristics of vowels, stop consonants, long vowels and diphthongs, syllables, voiced fricatives, voiceless fricatives, nasals, long consonants, and diphthong orthography. The final chapter presents general spelling rules. Each chapter includes exercises. (MSE)

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ED 395 496

KOBUK INUPIAQ

LITERACY MANUAL

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KOBUK INUPIAQ LITERACY MANUAL

by

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1980

Kobuk Inupiaq Literacy Manual

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PREFACE

This manual is an expanded version of literacy teaching materials which I have used over the past several years in Northwest Alaska. The need for a text to be used in Inupiaq literacy courses became apparent in 1978 when Pamela Herman, then the Mauneluk Manpower director, and I organized an Inupiaq literacy course to be taught under the auspices of Chukchi Community College. Florence Douglas taught the course in Shungnak in the winter and spring of 1979, and the following year similar courses were taught in the villages of Kivalina, Noorvik, and Selawik, by Oscar Swan, Violet Pungalik, and Marie Griest, respectively, assisted by Hannah Loon. The presentation of information in this manual and the format of many of the exercises was inspired by Osahito Miyaoka and Elsie Mather's Yup'ik Eskimo Orthography, a pioneering effort in Alaskan Eskimo literacy. The Kobuk Inupiaq Literacy Manual is printed in hopes of encouraging reading and writing among the Inupiaq people of Northwest Alaska in their native language.

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INTRODUCTION FOR TEACHERS

This manual is to be used in the teaching of writing to Alaskan Inupiaq speakers. Two versions of the manual have been produced so far: one for the Kobuk dialect and another for the North Slope dialect. The Kobuk dialect includes the villages of Ambler, Shungnak, Kobuk, Kiana, Noorvik, and Selawik. The dialects in the villages of Buckland, Deering, Kotzebue, and Noatak are close enough to the Kobuk dialect that this manual can be used in those places as well. The North Slope Literacy Manual is for use in the North Slope villages and in Kivalina. In using these materials, feel free to change anything that you think is incorrect for the dialect of your village.

The purpose of this material is to help increase the literacy skills of Inupiaq people in their own language. "Literacy skills" means reading and writing. The first step in learning to write is learning to spell, and spelling is what is emphasized in this manual. Spelling is the ability to know which letters of the alphabet represent the sounds that form particular words and the order in which they must be written. Once spelling is learned, students will go on to write in Inupiaq as a means of expression. Writing is the process of putting words together in sentences and paragraphs to communicate thoughts.

The remainder of this introduction gives notes on each chapter which teachers are to refer to when teaching Inupiaq literacy from this manual. Follow the teacher suggestions given and use your own ideas for explaining the material to the class, making sure that your presentation is clear. It may be helpful to students if you give explanations in Inupiaq; if the entire class understands Inupiaq, that should be the language of the classroom.

CHAPTER ONE: The teacher will read through the chapter and stop to explain to the students what they do not understand, using his or her ability to explain in Inupiaq what is not clear from the English. This chapter presents the letters of the Inupiaq alphabet. The teacher should write the alphabet on the blackboard, saying the Inupiaq name of each letter as it is written. Have the students repeat the names of the letters in Inupiaq, and have them practice writing the letters, especially those not found in English. At this point, DO NOT test the students on the difficult letters, that is, do not expect them to recognize the difference between k and q or the different types of n. Make sure that the class knows that some English letters are not used in writing Inupiaq. You may drill them on this; for example, ask them, "Do we use the letter b in writing Inupiaq?" For homework, ask the students to write the words on pages 2 and 3 several times each.

By the end of Chapter One, the students should know how to form all the letters of the Inupiaq alphabet, including all the "special" letters. They should know what English letters are not in Inupiaq. They should be able to read all the words on

page 4, using the English meanings to help them read the Inupiaq. Give the class practice in reading other short words which you write on the blackboard.

CHAPTER TWO: This chapter presents the short vowels of Inupiaq. The long vowels and diphthongs are saved until later, so that students do not become confused at this point. Read through page 5 in English and Inupiaq and present the three vowels a, i, and u, using only their Inupiaq names which are pronounced ah, ee, and oo. Make clear that the letters e and o are never found in Inupiaq. Before doing the exercises of this chapter, give the class the following drill: write syllables on the board using a familiar consonant letter, like p or t, and each of the vowels. For example, write pa, pi, pu on the blackboard, and have the students read these syllables. Then write ap, ip, up and do the same with t (ta, etc.). Here there is a point which many people may find confusing: up has a different sound in Inupiaq than in English. Point this out, and help the class understand that they must try not to think of English when they see Inupiaq vowels written. Give more syllable drills as practice, using only those consonants that will not be confusing, for instance, l, n, s, v, and m will all be familiar sounds which resemble closely the same sounds in English. When the students know the three vowels, have them do the written exercises at the end of the chapter. By the time you finish this chapter, remember that the class can not yet write consonants such as k and q, but they should know the three vowels. In the written exercises, they fill in only vowels, since the

consonants are already given; the English meaning should make clear what the word is.

CHAPTER THREE: This chapter presents the stop consonants and explains how stop consonants are produced in the mouth. Go over the stop consonants with the class and explain the information in the chapter. In Chapter 3, the difference between k and q is presented, which as everyone knows, is one of the most difficult details of the spelling system to learn. The teacher needs to drill the students on this difference. Use syllable drills, putting k and q with the short vowels. Write ka and qa on the blackboard, and ask individual students to read these two syllables. Then read them yourself and ask students to tell you which syllable you have read, ka or qa. Do the same thing with ki and qi, ku and qu. When the students have caught on, write all six of these syllables on the blackboard, ask students to read them, and read them yourself, asking students to identify what you have read.

CHAPTER FOUR: This chapter presents the long vowels and diphthings. First, the long vowels are compared with the short vowels which have already been learned in Chapter 2. After reading over the text of the chapter with the class, use syllable drills to emphasize the difference between long and short vowels. Contrast pa and paa, pi and pii, pu and puu, and so on, using the stop consonants presented in Chapter 3. When the students have a good understanding of what long vowels are and when to write them, the second part of Chapter 4, which presents the six Inupiaq diphthongs, may be taught. For the

Kobuk dialect, there are special problems connected with the writing of diphthongs, since two diphthongs may sound exactly alike even though they are written differently. For this reason, the main discussion of how to write Kobuk diphthongs is not given until the very last chapter. Introduce the diphthongs in Chapter Four, but do not give a thorough discussion of how they are written until the final chapter is taught.

CHAPTER FIVE: The purpose of this chapter is to show how Inupiaq words can be divided into syllables. It is very important to learn this skill, since syllabification makes it possible to spell long words by dividing them into smaller units. The goals of this lesson are to teach the difference between open and closed syllables, teach what a consonant cluster is and where in the word one may occur, and to show how words are divided into syllables. Exercises 1 and 3 of this chapter give practice dividing syllables; give the students other words which they may practice dividing into syllables. Exercise 2 contains review on telling k from q, and Exercise 4 gives practice writing clusters of stop consonants.

CHAPTER SIX: This chapter presents the voiced fricatives and the table on the first page shows how these sounds are related to the stops which were studied in Chapter Three. Any special problems that students will find in learning to write voiced fricatives will probably involve g and ġ, l and ļ. The teacher can use the syllable drill technique to help teach the difference between these pairs of letters. Contrast ga and ġa, gi and ġi, gu and ġu, etc., and do the same for l and ļ.

Remember NOT to introduce the two other types of ļ yet. Those will come in the next chapter.

CHAPTER SEVEN: The voiceless fricatives are presented in this chapter, and by now teachers should be familiar with the best techniques for teaching new sounds. Letters like s which are the same in English and Inupiaq require no special practice for students to understand how to use them. However, ɬ and ɬ may prove difficult for some people. Contrast these two, and drill students both in reading and writing syllable which contain them. Restrict the discussion to ɬ and ɬ and do not bring in the two other types of ļ (l and ļ) until you think that the class will not become confused. Similarly, kh and qh may seem difficult, but the use of syllable drills should help in teaching these.

CHAPTER EIGHT: Of the nasal consonants presented in Chapter 8, only ñ and ŋ should need special discussion, since m and n are exactly the same in English. Drills on ñ and ŋ are essential for the class. Point out that ñ is not found in English, except in the pronunciation for some people of the word onion. ŋ sounds like the ng in the English word singer, but NOT like the ng in finger. You can tell the class that the tail on the ŋ can remind them of the tail on g, and in this way they can remember that ŋ has the sound of ng.

CHAPTER NINE: Long consonants must be taught in contrast with short consonants. The chapter contains examples of similar words with long and short consonants. Find others or make some

up, so that the class can see the difference, for example, between aku and akku or ipa and ippa. Feel free to use made-up groups of sounds which are considered to be parts of longer words, although they have no meaning on their own. Use syllable drills to contrast long and short consonants, and expect the class to be able to read and write these groups of syllables.

CHAPTER TEN: This chapter on diphthongs is intended for use by speakers of the Kobuk dialect only. Here there is a discussion of the special problems that Kobuk speakers will find in writing diphthongs with an explanation of how they can recognize individual diphthongs, even though confusion seems possible. Writing diphthongs in the Kobuk dialect is one of the most complex features of writing Inupiaq. In learning how to write these diphthongs, one learns a great deal about the structure of the Inupiaq language.

Following Chapter Ten, there is a list of Spelling Rules for Kobuk Inupiaq, which should be shown to students so that they may refer to it when checking their spelling.

CHAPTER ONE

INTRODUCTION TO THE WRITING OF KOBUK INUPIAQ

The alphabet which is used when writing Kobuk Inupiaq is the following:

a ch g ġ h i k l ł ļ ŧ m n ñ ŋ p q r s sr t u v y and ' .

By Kobuk Inupiaq, we mean the language spoken along the Kobuk River in Northwest Alaska in the villages of Shungnak, Ambler, Kobuk, Noorvik, Kiana, and also in Selawik. The literacy lessons presented here are also useful for the villages of Noatak, Buckland, Deering, and Kotzebue.

Most letters of the Inupiaq alphabet are also used in the English alphabet. These are a g h i k l m n p q r s t u v and y. Some letters which are used in writing English are not used in writing Inupiaq. These are b d e f j o w x and z. In addition, the Inupiaq alphabet has letters which are not used in English. These are ñ ŋ ġ ł ļ ŧ and ' , which represent sounds not found in English, except for ŋ, which has the sound of ng in English.

People who already speak Inupiaq will not find it hard to learn to read and write their language. Most of the letters are held in common with English. Also, Inupiaq writing is in many ways far more regular than English writing. For example,

English has "silent letters" which are consonants which are written but never pronounced, like the g in night or daughter. In Inupiaq, wherever we write the letter g we pronounce that sound.

Also, one letter in English may represent different sounds. For example, the same letter a in man, father, and sofa is pronounced differently in each word. In Inupiaq each letter that we write generally has only one pronunciation and there are no cases of two words which are spelled differently and pronounced the same, such as English eye and I, or so, sow, and sew.

Examples of Inupiaq words containing letters found in both English and Inupiaq:

a	in	amiq	'skin'
g	in	kigun	'tooth'
h	in	aahaaliq	'oldsquaw duck'
i	in	ini	'place'
k	in	kamik	'mukluk'
l	in	taliq	'arm'
m	in	matu	'cover'
n	in	naniq	'lamp'
p	in	panik	'daughter'
q	in	qanuq	'how'
r	in	iri	'eye'
s	in	sisiq	'burrow'
t	in	timi	'body'
u	in	ulu	'woman's knife'
v	in	savik	'knife'
y	in	qayaq	'kayak'

Examples of Inupiaq letters not found in English:

ñ	in	iñuk	'person'
ŋ	in	aŋun	'man'
ġ	in	aġnaq	'woman'
ļ	in	siļa	'weather'
ł	in	uqałiq	'word'
ɬ	in	sikɬaq	'pick axe'

While the Inupiaq letter ŋ is not found in English, it is equivalent to what is written in English as ng, as in long or singer.

In Inupiaq c and h are combined as ch to form a single sound, as in ichuun 'skin scraper' or qipmich 'dogs'. This sound is very much like the ch in English. Two other letters, s and r, may be combined to form a single sound sr, as in masru 'Eskimo potato'.

Inupiaq punctuation is the same as in English: sentences begin with capital letters, commas indicate a pause, and a period is used at the end of a sentence, with question marks used for interrogative sentences.

The Inupiaq writing system we teach here has been specially designed by linguists and speakers of Inupiaq to make accurate spelling of Inupiaq possible. Many books are already available employing this writing system in different Inupiaq dialects, including educational and religious materials. Before the development of the present writing system, many people did their best to write Inupiaq based on their knowledge of English spelling, but the writing was frequently inaccurate and inconsistent.

Read the following words:

savik	'knife'	niqi	'meat'
ulu	'woman's knife'	timi	'body'
amiq	'skin'	tatqiq	'moon'
uniq	'armpit'	malik	'follow'
ivik	'blade of grass'	nasraun	'cap'
kamik	'mukluk'	aŋun	'man'
natiq	'floor'	naniq	'lamp'
ini	'place'	qaɬiq	'rust'
amaġuq	'wolf'	tupiq	'house'
qaluk	'fish'	suvich	'what are you doing?'
igaliq	'window'	qanuq	'how'
umik	'whisker'	tupak	'startle'
masru	'Eskimo potato'	atiq	'name'
tara	'that's all'	manik	'money'
qiruk	'wood'	niksik	'fish hook'
sivu	'bow of boat'	talu	'door'
nigaq	'snare'	qatiq	'to be white'
iñuk	'person'	ichuk	'scrape a skin'
malġuk	'two'	siksrik	'ground squirrel'
kiña	'who'	katchiq	'wall'
siŋiq	'bootlace'	pasri	'blame'
patiq	'marrow'	putu	'hole'
atigit	'parka'	nanuq	'polar bear'
nani	'where'	qaniq	'mouth'

CHAPTER TWO

VOWELS

Inupiaq sounds may be grouped into two classes: vowels and consonants. The vowels are a, i, u, and all other sounds are consonants. The following words give examples of the sound of each vowel:

a :	tara	'that's all'
i :	ini	'place'
u :	ulu	'woman's knife'

Any vowel may occur at any position in the word, that is, at the beginning, middle, or end.

Inupiaq a has the sound of English a in what; i has the sound of English i in sit or tip; and u sounds like English u in put. Sometimes the same Inupiaq vowel may have a slight difference in sound depending on the sounds which follow. Pronounce the following pairs of words and notice the difference in the sounds of the vowels:

iki	'wound'	anuk	'two harnesses'
iqi	'corner of the mouth'	qanuq	'how'

Remember that in writing Inupiaq, the vowels e and o are not used. Even though the i's and u's in the above words may sound somewhat different, they are written with the same letters. Next to a ġ or a ġ̇, a vowel may sound different than it does next to other consonants.

EXERCISE I: Fill in the appropriate vowel (a, i, or u) and pronounce the words:

I. Initials:

1.	___ni	'to go out'
	___ni	'place'
2.	___luk	'to lick'
	___luk	'two woman's knives'
3.	___miq	'skin'
	___miq	'water'
4.	___mik	'collapse, of an old house'
	___mik	'whisker'
5.	___vik	'to cut in half'
	___vik	'grass'
6.	___ki	'price'
	___ki	'wound'
7.	___vani	'located here'
	___vani	'located over there'
8.	___tiq	'name'
	___tiq	'to return'
9.	___pun	'snow'
	___pun	'oar'
10.	___lik	'to tear'
	___lik	'to burn, scorch'

II. Finals:

1.	aq___	'to kick'
	aq___	'beaver'

2.	ik___	'to burn'
	ik___	'to get in'
3.	tun___	'to sell'
	tun___	'back'
4.	siḷ___	'to sharpen'
	siḷ___	'weather'
	siɬ___	'drifted carcass'
5.	kiñ___	'who'
	kiñ___	'for animals to move on, go away'
6.	an___	'harness'
	an___	'to go out'
7.	in___	'place'
	un___	'play, of animals'
8.	ip___	'a handle'
	ip___	'to drown'
9.	timim___	'on the body'
	timim___	'of my body'

III. Medials:

1.	s___li	'to cut with scissors'
	s___li	'and, also'
	s___ḷi	'to sharpen'
2.	t___mi	'body'
	t___mi	'path'
3.	s___vik	'knife'
	s___vik	'what am I doing?'

4.	s___pi	'to blow'
	s___pi	'to block'
5.	s___nik	'dust'
	s___nik	'what things?'
6.	n___vak	'to dig with a shovel'
	n___vak	'mucus'
7.	m___sik	'to jump'
	m___srik	'gill of fish'
8.	kum___k	'louse'
	kum___k	'to scratch'
9.	k___mik	'mukluk'
	k___mik	'who with?'
10.	am___q	'skin'
	am___q	'to pack on one's back'
11.	igl___q	'to travel'
	igl___q	'to laugh'
12.	k___pi	'to stab'
	k___pi	'to sever, cut'
13.	k___vi	'to sink'
	k___vi	'to spill'
14.	nig___q	'north wind'
	nig___q	'rainbow'
15.	n___pi	'to split crosswise'
	n___pi	'voice'
16.	nan___q	'polar bear'
	nan___q	'lamp'

17. p___pik 'bird's tail'
    p___pik 'rash, pimple'
18. qan___q 'mouth'
    qan___q 'how'
19. sik___t 'chunks of ice'
    sik___t 'to bow the head'
20. n___qit 'pieces of meat'
    n___qit 'to pull'

EXERCISE II: Choose the correct spelling by circling one of the words on each line:

1. grass (1 uvik, 2 avik, 3 ivik, 4 ivak)
2. snow (1 apan, 2 apun, 3 ipun, 4 upun)
3. person (1 iñuk, 2 iñak, 3 añuk, 4 uñuk)
4. ten (1 qalit, 2 qilut, 3 qulit, 4 qalut)
5. name (1 utiq, 2 atiq, 3 atuq, 4 ituq)
6. lamp (1 nuniq, 2 nunaq, 3 nanuq, 4 naniq)
7. man (1 aŋun, 2 iŋan, 3 uŋun, 4 uŋan)
8. floor (1 nutiq, 2 nataq, 3 nutiq, 4 natiq)
9. house (1 tapiq, 2 tupiq, 3 tupaq, 4 tipuq)
10. fish (1 qiluk, 2 qalik, 3 quluk, 4 qaluk)
11. knife (1 suvik, 2 sivak, 3 savik, 4 savuk)
12. skin (1 umiq, 2 amiq, 3 amaq, 4 amuq)
13. mouse hole (1 sisi, 2 sasi, 3 sisa, 4 sisu)
14. meat (1 naqi, 2 nuqi, 3 niqi, 4 niqa)
15. fish egg (1 sivak, 2 suvak, 3 savak, 4 suvik)
16. nose (1 qiŋuq, 2 qiŋaq, 3 qaŋuq, 4 qiŋiq)
17. woman (1 aġnaq, 2 aġnuq, 3 iġniq, 4 uġnaq)

18. elbow (1 akusik, 2 ikisik, 3 ikusrik, 4 akusrik)

19. mountain (1 iñġiq, 2 iñġuq, 3 iñġaq, 4 añġiq)

20. daughter (1 panuk, 2 punik, 3 panik, 4 pinik)

21. land (1 nana, 2 nuni, 3 nuni, 4 nuna)

22. to where? (1 nupmun, 2 nipmun, 3 napmun, 4 nupman)

23. foot (1 asigak, 2 isigak, 3 isagak, 4 isiguk)

24. tongue (1 uqaq, 2 uqiq, 3 uquq, 4 aquq)

25. mukluk (1 kumik, 2 kamuk, 3 kimik, 4 kamik)

CHAPTER THREE

STOP CONSONANTS

Inupiaq consonants may be classified as "stops", "fricatives", or "nasals", depending on the manner in which they are produced in the mouth. In this chapter we consider the stops, which are p, t, ch, k, q, and '. These sounds are called "stops" because the air coming from the lungs is stopped for an instant at some point in the mouth when we pronounce them.

1. p is produced by blocking the passage of air at the lips and is therefore called a "labial stop". Feel how your lips close as you pronounce the p in these words:

panik	'daughter'	ipu	'handle'
putu	'hole'	tupqa	'his house'

Practice reading these syllables containing p in combination with the three vowels you have learned:

pa	ap	apa
pi	ip	ipi
pu	up	upu

2. t is produced when the tip of the tongue touches the ridge behind the upper teeth, called the "alveolar ridge". For this reason t is called an "alveolar stop". Pronounce these words and feel how the sound t is made:

timit	'bodies'	titiq	'a mark'
taliq	'arm'	nutik	'leap

Practice reading these syllables containing t in combination with vowels:

ta	at	ata
ti	it	iti
tu	ut	utu

3. ch is produced when the main part of the tongue touches the roof of the mouth or the "palate". For this reason, ch is called a "palatal stop". Pronounce these words which contain ch.

ichuk	'to scrape a skin'	suvich	'what are you doing?'
qipmich	'dogs'	cha	'let's go!'

Practice reading these syllables containing ch:

cha	icha
chi	ichi
chu	ichu

4. Inupiaq has two back stops which must be written differently. One is spelled k and the other q. k is a "velar stop" produced at the soft palate or velum. Feel how k is pronounced as you say these words:

kivik	'to lift'	ikik	'two wounds'
kumak	'louse'	kisuk	'which two?'

Practice reading these syllables containing k:

ka	ak	aka
ki	ik	iki
ku	uk	uku

5. When q is pronounced, the back of the tongue touches a point in the throat near the uvula, which is the fleshy part that hangs down from the soft palate. q is a "uvular stop".

Pronounce these words which contain q:

qaniq	'mouth'	atqaqtuq	'he goes down'
niqi	'meat'	sitquq	'knee'

Compare the q of iqi with the k of iki. Iqi means 'corner of the mouth' and iki means 'a wound' or 'to burn'. Notice the difference between the sounds represented by k and q. It becomes clear why these words must be written differently, since the meaning of many words depends precisely on whether they contain k or q. Pronounce the following pairs of words:

tuuq	'ice chisel'	siqi	'to splash'
tuuk	'two ice chisels'	sikit	'to bow the head'
qipmiq	'dog'	aqi	'to kick'
kikmik	'heel'	aki	'price'

The five stops p, t, ch, k, and q may occur at the beginning or middle of a word, although ch is rare at the beginning of a word. At the end of a word may be found t, ch, k, and q, but not p. This is shown by the following examples.

	Initial	Medial	Final
p	pana 'spear'	apun 'snow'	---
t	taliq 'arm'	atiq 'name'	aġnat 'women'
ch	chaqammuq 'drop into water'	pichani 'up there'	qipmich 'dogs'
k	kiña 'who'	iki 'to burn'	panik 'daughter'
q	qivit 'to sulk'	niqi 'meat'	patiq 'marrow'

6. The last stop consonant found in Inupiaq is the glottal stop made at the glottis, which is down in the throat. This sound is written with an apostrophe as ' and occurs only in the middle of words, for example niġi'ami 'when he eats'.

Fill in the blanks with k or q:

1.	qanu___	'how'
2.	kuu___	'river'
3.	___aniq	'mouth'
4.	savi___	'knife'
5.	nu___ik	'muscle'
6.	ami___	'skin'
7.	pu___ik	'to be smart'
8.	ni___i	'meat'
9.	i___un	'a match'
10.	a___iñ	'pillow'
11.	pa___it	'to find'
12.	na___u	'to cross one's eyes'
13.	tu___u	'to die'
14.	qa___it	'to climb up, out of water'
15.	umi___	'whisker'
16.	___iŋaq	'nose'
17.	tupi___	'house'
18.	___argi	'community house'
19.	___igun	'tooth'
20.	___iña	'who'
21.	___avlu	'eyebrow'
22.	___uvlu	'thumb'
23.	___umak	'louse'
24.	mi___i	'to be small'
25.	aġna___	'woman'
26,	aŋuti___	'two men'

Fill in the blanks with the appropriate stop consonant (p, t, ch, k, or q):

1.	___atiq	'marrow'
	___atiq	'to be white'
2.	___ipi	'odor'
	___ipi	'to twist'
	___ipi	'to sever, cut'
3.	___aniq	'mouth'
	___aniq	'to dry'
4.	i___i	'to be deep'
	i___i	'to burn'
	i___i	'corner of the mouth'
	i___i	'to drown'
5.	a___i	'to be snow-covered'
	a___i	'to be alike'
	a___i	'price'
	a___i	'kick'
6.	___uuq	'sack'
	___uuq	'ice chisel'
7.	ni___i	'meat'
	ni___i	'sound'
8.	i___u	'get in'
	i___u	'a handle'
9.	___iñiq	'insole'
	___iñiq	'to look'
10.	ami___	'to be narrow'
	ami___	'skin'
11.	___alu	'door'
	___alu	'dipnet'

Fill in the blanks with the appropriate stop consonant: p, t, k, q, or '.

1.	sa___i	'to block'
2.	___inu	'to push out'
3.	___atik	'bird breast'
4.	pati___	'marrow'
5.	___uvraq	'fish net'
6.	ma___u	'cover'
7.	___aa___	'to be dark'
8.	i___i	'to be deep'
9.	___uvi	'to spill'
10.	si___i	'to splash'
11.	iga___ama	'when I cook'
12.	___a___i	'to be long'
13.	___a___i___	'bird tail'
14.	___unu	'back fat'
15.	mani___	'tussock'
16.	___alu___	'fish'
17.	ni___i	'sound'
18.	___u___u	'to die'
19.	aġvi___	'whale'
20.	savi___	'knife'

CHAPTER FOUR

LONG VOWELS AND DIPHTHONGS

Any vowel (a, i, u) may also be written double, giving a long vowel: aa, ii, uu. These vowels are pronounced long. Compare the following pairs of words:

a	ani	'to go out'	aa	aani	'over there'
	amaq	'to put a baby on one's back'		amaaq	'to carry a baby on one's back'
i	siñik	'sleep'	ii	siiñik	'some sheefish'
	amiq	'skin'		amiiq	'remove skin'
u	utiq	'to return'	uu	uutiq	'to be cooked'
	suva	'what is he doing?'		suuva	'what is it?'

These long vowels may occur at the beginning, middle or end of the word. As the above examples show, the difference between long and short vowels must be observed in writing, since confusion of the two will change the meaning of the word.

Read the following groups of words out loud. Most are groups of sounds made up for practice, although some are actual words.

1.	2.	3.
una	kiiña	savik
uuna	kiña	saavik
unaa	kiiñaa	saviik
uunaa	kiñaa	saaviik

4.	5.	6.	7.
tumik	suuvak	qaniq	siñiik
tumiik	suvaak	qaniiq	siñik
tuumiik	suvak	qaaniq	siiñiik
tuumik	suuvaak	qaaniiq	siiñik

8.	9.	10.
iiñuk	aŋuun	aamiq
iñuk	aaŋuun	aamiiq
iñuuk	aaŋun	amiq
iiñuuk	aŋun	amiiq

Two single vowels may join to form a "vowel pair" or "diphthong". The six diphthongs of Inupiaq are ai, ia, au, ua, iu, and ui. No more than two vowels may occur together. In the Kobuk dialect, two diphthongs may sound the same although they are written differently.

For example, au and ua are pronounced identically--this is not generally true in Buckland, Deering, and Noatak--and sound something like the English word owe. Say the following words:

au		ua	
auk	'blood'	sua	'what'
kauk	'walrus skin'	niġiruaq	'he ate'
qauq	'forehead'	iḷua	'its inside'
sauniq	'bone'	quaq	'frozen fish or meat'
amau	'great-grandparent'	iñuaq	'to murder'
		sisuaq	'beluga'

The diphthongs ai and ia are also pronounced the same in the Kobuk dialect, although they are written differently. Say these words:

ai			ia		
	aiviq	'walrus'		pianik	'to finish'
	aiq	'sleeve'		qiaruq	'he cries'
	aigaa	'fetched it'		agiaq	'a file'
	pairuq	'stays home'		kian	'blouse'
	nairuq	'sniffs something'		kikiak	'nail'
	savikpaich	'big knives'		Iñupiaq	'Eskimo'
	aġnaitchuq	'there are no women'		amia	'its skin

The diphthong iu sounds like the long vowel ii:

iu			ii		
	kiuruq	'he answers'		sii	'shee fish'
	siun	'ear'		saviich	'knives'
	niu	'leg'		paniiñ	'your daughter'
	Kuuvaŋmiut	'Kobuk people'		iiruq	'he swallows'

Since some pairs of diphthongs are pronounced the same but spelled differently, special problems arise in trying to write diphthongs. While for other sounds of the language you can simply write what you hear, you cannot write diphthongs correctly without understanding something about the structure of Inupiaq words. In a later chapter, we explain how to tell the difference between diphthongs which sound the same.

Exercise I. Fill in the correct long vowel (aa, ii, or uu):

1. m____ni 'located here'
2. p____tchuq 'there is none'
3. t____ta 'father'
4. s____va 'what is it?'
5. s____k 'to cut fish'
6. ____q 'to raise the head'

7. p____q 'sack, bag'
8. n____mi 'where?'
9. iq____q 'to become awake'
10. k____ppiaq 'coffee'
11. s____yu 'tea'
12. k____k 'river'
13. s____ 'shee fish'
14. ____na 'mother'
15. p____ni 'located up there'
16. q____nniq 'to be still water'
17. sav____ch 'knives'
18. t____q 'ice chisel'
19. aq____n 'rudder of boat'
20. q____q 'to burst, explode'

Exercise II. Fill in the correct short vowel (a, i, u) or long vowel (aa, ii, uu):

1. t____l____q 'arm'
2. n____tt__q 'it's finished'
3. p____qs____q 'it has been removed'
4. p____ŋ____ 'mouth of a river'
5. s____v____t 'what are they?'
6. ____t____ 'its bottom'
7. n__k__r__q 'it's good'
8. m____nn____k 'two eggs'
9. ____l____n 'saw'
10. q____ll____n 'cup'

11. ____ŋ____n 'a paddle'
12. t____n____k____ 'moose'
13. ____gr____k 'bearded seal'
14. t____p____q 'house'
15. ____t____n 'song'
16. p____n____ 'located up there'
17. ____nn____ñ 'go out!'
18. s____ñ____ 'its shore, edge'
19. s____ 'front of a shirt'
20. ____m____q 'to remove skin'

Exercise III. Fill in short or long vowels (a, i, u, or aa, ii, uu):

1. ____g____r____q 'she is cooking'
   ig____niktuq 'she already cooked'
2. ____gga 'across there'
   ____ni 'located across there'
3. ____s____ruq 'he swallowed something'
   ____s____q 'smoke'
4. s____ñ____k 'to sleep'
   s____ñ____k 'some shee fish'
5. ____m____q 'skin, hide'
   ____m____q 'to remove skin'
6. p____n____k 'daughter'
   p____n____ 'located up there'
7. m____m____ 'inside layer of skin'
   n____m____ 'where?'

8.	s____v____q	'a job'
	s____v____k	'to work'
9.	____t____q	'name'
	____t____ŋ	'namesake!'
10.	s____n	'the front of your clothing'
	s____n____	'to carve'

CHAPTER V

SYLLABLES

"Syllables" are units which make up words. Each syllable has at least one vowel and possibly a consonant on either side of the vowel. Syllables which end in a vowel are called "open" syllables, since they are not "closed" by a consonant. Pronounce the following open syllables:

a	pa	ta	cha	ka	qa
i	pi	ti	chi	ki	qi
u	pu	tu	chu	ku	qu

A word such as <u>putu</u> 'hole' is made up of two open syllables. The syllables may be divided using a slash (/) between them: <u>pu/tu</u>. If you pronounced the word <u>putu</u> very slowly, you might hear a brief pause between the <u>u</u> and the <u>t</u>, although not between any other sounds. The pause is the division between syllables.

When a consonant comes between two vowels, it belongs to the same syllable as the following vowel and never the preceding vowel. The word <u>una</u> may then be divided into syllables as <u>u/na</u>, and NOT as <u>un/a</u>. Whenever syllables are divided, there is always a single consonant to the right of the slash.

Some words consist of open syllables only:

suva	'what is he doing?'	su/va
anu	'harness'	a/nu
qayaġa	'my kayak'	qa/ya/ġa
nalurusri	'you$_{3+}$ don't know'	na/lu/ru/sri

The following syllables are called closed because they end in a consonant. A closed syllable may begin in either a vowel or a consonant.

aq	paq	taq	chaq	kaq	qaq
iq	piq	tiq	chiq	kiq	qaq
uq	puq	tuq	chuq	kuq	quq

Replace the final q of each syllable above with k and pronounce them (ak, pak, tak, etc.). Do the same making t the final consonant of each syllable (at, pat, tat, etc.).

When two consonants come together in the middle of a word, they are in separate syllables. The first consonant belongs to the same syllable as the preceding vowel, and the second consonant belongs to the same syllable as the following vowel.

The following words consist only of closed syllables:

atqiñ	'your name'	at/qiñ
tupqich	'houses'	tup/qich
atqaqtuq	'he goes down'	at/qaq/tuq
utqiq	'potato'	ut/qiq

When two different consonants stand next to each other, this is called a consonant cluster. Consonant clusters may not begin or end words; they come only in the middle of words. Three consonants may never come together, for instance, ptk may never stand together in an Inupiaq word.

The symbols ch and sr each represent one consonant, even though they are written with two letters. A syllable may never be divided between s and r (not s/r) or between c and h (not c/h). tch, then, is a cluster containing two consonants, t/ch, even though it is writen with three symbols.

Below are listed possible combinations of two stop consonants. Not all of these combinations actually occur in the language, and those which do not occur are followed by a broken line.

pt	pupta-	'to float'	kp	ikpik	'a bluff'
pch	ipchua	'those'	kt	iktaq	'trash'
pk	apkua	'those'	kch	----	
pq	apqun	'road'	kq	----	
tp	itpich	'are you?'	qp	aqpik	'salmonberry'
tch	natchiq	'seal'	qt	mayuqta	'let's climb!'
tk	satku	'weapon'	qch	----	
tq	tatqiq	'moon'	qk	----	

Like the elements of consonant clusters, double consonants (such as pp or tt) always belong to separate syllables. The following examples show how to treat double consonants when dividing a word into syllables:

tuppak	'houses'	tup/pak
ittuq	'is'	it/tuq
akku	'a while ago'	ak/ku
taqqi	'to wait'	taq/qi

As always, after each slash there is one consonant followed by a vowel.

Double vowels (aa, ii, uu) and vowel pairs (au, iu, etc.) always belong to one syllable and never are broken up by a syllable division (NOT a/a, a/u, etc.). These words have only one syllable:

puuq 'sack'

saa 'front of something'

quaq 'frozen meat'

niu 'leg'

sua 'what?'

These words contain vowel pairs (diphthongs) and have more than one syllable:

niuriruq	'he unloads'	niu/ri/ruq
qaumaruq	'is light'	qau/ma/ruq
sauniq	'bone'	sau/niq
qiurut	'they freeze'	qiu/rut

As you learn to read and write, it is useful to divide words into syllables. In this way you can consider individual parts of words single, giving a whole word when all the parts are combined. This technique is especially helpful for reading and writing long words.

Exercise I. Pronounce the following words, divide them into syllables and tell whether the syllables are open or closed.

1.	amiġa	'my skin'	6.	atniqsuŋa	'I am hurt'
2.	aivġich	'walruses'	7.	ukalliq	'hare'
3.	atiġit	'parka'	8.	kiġutin	'your tooth'
4.	kuugich	'rivers'	9.	aullaqtut	'they are going away'
5.	anuġi	'wind'	10.	aqpaqsruqtuq	'he runs'

Exercise II. Fill in the blanks with k or g.

1. i ____iruq 'it burns'

i____iruq 'it shrinks, contracts, as a worm'

2. qipmi____ 'dog'
   qipmi____ 'two dogs'
3. ____iñiqtuq 'he looks'
   ____iñiqtuq 'it seeps through'
4. ____ipigaa 'cuts it'
   ____ipigaa 'winds it'
5. mani____ 'tussock, clump of grass on tundra'
   mani____ 'money'

Exercise III. Divide these words into syllables, using a slash (/) to mark syllable divisions. Be sure to read long words one syllable at a time.

1. aġnaq 'woman'
2. tatqiq 'moon'
3. quppaq 'a crack'
4. tuttuttut 'they got caribou'
5. tiŋmisuutiqaqtuq 'he has an airplane'
6. qayuqtuġniaqtugut 'we will go by kayak'
7. qaqquliuġuktuq 'she wants to make baked goods'
8. kumaksruŋnaqtut 'they are itchy'
9. piqpaqigaat 'they love him'
10. tuuqtiġaa 'it stung her'

Exercise IV. Fill in the blanks with the correct cluster of two stop consonants.

1. a___ ___a 'his name'
2. u___ ___ik 'willow'
3. ta___ ___iq 'moon'
4. u___ ___ik 'snowy owl'

5.	i___ ___ich	'are you there?'
6.	i___ ___ik	'a bluff'
7.	kata___ ___ut	'they fell'
8.	ai___ ___ak	'big sleeve'
9.	a___ ___it	'start to sing, talk'
10.	ta___ ___u	'kidney'
11.	ma___ ___ak	'whale skin, blubber'
12.	tu___ ___at	'their house'
13.	tu___ ___uq	'save, store away'
14.	ta___ ___ik	'have sharp vision'
15.	si___ ___ik	'eyelash'

CHAPTER SIX

VOICED FRICATIVES

The Inupiaq letters v, r, y, l, ḷ, g, and ġ stand for voiced fricatives. When a fricative is produced in speech, the passage of air through the mouth is restricted so that the rush of air through a small space is made audible. When pronouncing a stop, remember, the flow of air is totally blocked and then released. A fricative is a continuous sound which can be held as long as air flows from the lungs, while a stop is instantaneous and cannot be maintained. As with stops, fricatives may occur long (double) or short (single). Voicing--as in a voiced fricative--occurs when the vocal cords are closed so that the passing air causes them to vibrate.

Just as the stops are different in terms of where in the mouth they are made, so may the fricatives be grouped in the same way:

	labial	alveolar	palatal	velar	uvular	glottal
stops	p	t	ch	k	q	'
voiced fricatives	v	l/r	ḷ/y	g	ġ	

v: The Inupiaq voiced fricative v sounds like its equivalent in English. Pronounce the following Inupiaq words containing v:

savik	'knife'	ivruq	'sod'
avva	'over there'	tavlu	'chin'

v may not occur at the end of a word, although a few rare words do begin with v, like viuk which indicates a type of grass.

l: Inupiaq l is like the English l in hilly or miller. Pronounce these Inupiaq words which contain l:

ulu	'woman's knife'	iglu	'sod house'
malġi	'loon'	qaluk	'fish'

No words end with l, although occasionally words may begin with l, for instance liġliq 'goose' and livilivilauraq 'snipe'.

r: The r in Inupiaq is different from English r. When you pronounce an Inupiaq r, the tip of your tongue should touch the ridge behind your upper teeth. Pronounce these words:

iri	'eye'	argak	'hand'
qugruk	'swan'	aġra	'ash'

Inupiaq words do not begin or end with r. The English loan word raaq 'rice' is an exception.

ļ: The Inupiaq ļ sounds something like the l in English million. As this sound is made, your tongue should touch the front of your palate (the roof of the mouth). Pronounce the following words which contain ļ:

siļa	'weather'	igļua	'the other one'
siġļuaq	'ice cellar'	iļu	'the inside'

Notice that the vowel which precedes ļ is always i, and that ļ never begins or ends a word.

y: Inupiaq y sounds very much like the English y. Pronounce these words which contain y:

nuyaq	'hair'	qayaq	'kayak'
ayak	'pole'	siyyuk	'beak'

Some words may begin with y, like yuuqqaq 'hot beverage' or yuhihiq 'phantom'. No words end with y.

ġ: Inupiaq ġ is a velar fricative unlike the English g, which is a stop. Compare the Inupiaq ġ, as in iga- 'to cook', with the English g in eager, and notice the difference. Pronounce these Inupiaq words containing ġ:

kiġiruq	'he bites'	iġaliq	'window'
ugruk	'bearded seal'	qargi	'community house'
ivġich	'blades of grass'		

No words may begin or end with ġ.

ġ̇: The uvular fricative ġ̇ is pronounced farther back in the throat than ġ, as in the following examples:

niġ̇iruq	'he is eating'	iñġ̇iq	'mountain'
aġ̇naq	'woman'	miġ̇aliq	'slush ice'

No words begin or end in ġ̇.

It is important to recognize the difference between ġ and ġ̇ and to learn to write them correctly. If you compare the words tagiuq- 'to sneeze' and taġ̇iuq 'salt', you will see how confusion between these two sounds in spelling can change the meaning of a word. Remember that voiced fricatives -- that is, v, l, r, ļ, y, ġ, ġ̇ -- do not generally begin or end an Inupiaq word, with a few exceptions as mentioned above.

Exercise I. Fill in the blanks with a voiced fricative (v, l, r, ļ, y, ġ, or ġ̇):

1. sa____ik 'knife'
2. a___iktuq 'it tears'
3. a___iksuq 'he rubs'
4. i____i 'eye'
5. nu___ak 'mucus'

6. pa___uk 'bring food to someone'
7. qua___aq 'sourdock'
8. i___a 'a relative'
9. ta___a 'that's all'
10. ta___iuq 'salt'
11. ta___iuq 'sneeze'
12. i___ua 'its inside'
13. iga___aa 'she cooks it'
14. tuu___aa 'he breaks it with an ice chisel'
15. su___i 'also'
16. si___i 'to sharpen
17. ni___aq 'rainbow'
18. ki___inaq 'face'
19. mi___iaq 'vomit'
20. mi___uq 'to hit with a rock'

Exercise II. Choose between l and ł:

1. ti___i 'to send on an errand'
2. si___u 'carcass drifted ashore'
3. pi___ak 'to butcher an animal'
4. a___ik 'to tear'
5. qi___iq 'to tie a knot'
6. i___i 'to put, place'
7. si___i 'to sharpen'
8. ta___iq 'arm'
9. qi___ak 'sky'
10. ma___ik 'to follow'

Exercise III. Choose between g and ġ:

1. ki___i 'to bite'
2. a___it 'to be damp'
3. i___a 'to cook'
4. a___viq 'whale'
5. ta___lu 'snowshoe'
6. i___lu 'sod house'
7. a___ra 'ash'
8. ni___laq 'to cool'
9. li___liq 'goose'
10. ama___uq 'wolf'
11. a___li 'to become big'
12. umia___a 'my boat'
13. iv___un 'towel'
14. a___la___vik 'school'
15. i___itchaq 'to pluck fowl'

Exercise IV. Fill in the blanks with a cluster consisting of two voiced fricatives (for example, vl or ġr):

1. ta___ ___aqtuq 'he travels upriver'
2. ai___ ___ich 'walruses'
3. aqa___ ___iq 'ptarmigan'
4. i___ ___ich 'blades of grass'
5. na___ ___uk 'antlers'
6. a___ ___a 'ash'
7. ma___ ___uk 'two'
8. i___ ___ich 'you'
9. qa___ ___u 'eyebrow'

10.	a___ ___iruq	'it is getting bigger'
11.	a___ ___iq	'whale'
12.	mayu___ ___ik	'place to climb'
13.	sa___ ___uruq	'he told a lie'
14.	ku___ ___u	'thumb'
15.	i___ ___aaq	'traveler, visitor'
16.	u___ ___uruq	'it falls over'
17.	su___ ___u	'nasal cavity'
18.	agla___ ___ugu	'write it!'
19.	sa___ ___aq	'current in water'
20.	a___ ___u	'sled runner'

CHAPTER SEVEN

VOICELESS FRICATIVES

The fricatives discussed in the preceding chapter are all voiced, because when they are produced, the vocal cords are vibrating. Another set of fricatives also exists. These are voiceless because the vocal cords do not vibrate when they are produced. They are fricatives because when they are pronounced, the flow of air is restricted in the mouth, but not stopped.

	Labial	Alveolar	Palatal	Velar	Uvular
Stops	p	t	ch	k	q
Voiceless Fricatives		s ł sr	ɬ	kh	qh h
Voiced Fricatives	v	l/r	l̡/y	g	ġ

Notice that the spot which would normally contain a voiceless labial fricative is blank. The appropriate sound for this slot is f, but there is normally no f sound in Kobuk Inupiaq. Some speakers may pronounce the sound f in a word such as tapsi 'belt' but this sound is still spelled with p.

ł: The voiceless sould ł is called "l with a slash" or "barred l" and has no English equivalent. It never occurs at the beginning or end of an Inupiaq word and is found in the following examples:

akłaq 'brown bear' uqałiq 'word'

pałuqtaq 'beaver'

Pronounce the above words and notice the sound of the ł in each.

s: The Inupiaq sound s is much like the same sound in English and may occur at the beginning or middle, but not at the end of a word.

savik	'knife'	sisi	'mouse hole'
kisitchiñ	'a number'	isiq	'smoke'

sr: The Inupiaq sound represented by sr has no real equivalent in English but does sound something like the shr in shrink. sr does not begin or end words. Pronounce these words which contain sr:

masru	'edible root, Eskimo potato'	asriaq	'berry'
siksrik	'ground squirrel'	uqsruq	'seal oil'

ɬ: ɬ is called "dotted barred l" or "l with a slash and a dot" and is pronounced like ɬ but with an additional y sound added. Pronounce these words which contain ɬ and notice the sound of this letter:

sikɬaq	'pick axe'	saviɬhaq	'metal'
Savalliiɬiq	'Monday'		

ɬ occurs neither at the beginning nor the end of words.

kh: kh is used for the voiceless velar fricative and has no equivalent in English. It may not begin or end an Inupiaq word, but must be surrounded by vowels. Pronounce these words which contain kh:

savakhuni	'he, working'
agikhutin	'you, rubbing'
puqikhuta	'we, being smart'

qh: qh is the voiceless uvular fricative and is pronounced farther back in the throat than kh. The difference between qh and kh is a question of where each is pronounced, just as with q and k. The following words contain qh:

mayuqhuni	'he, climbing'
aqpaqsruqhuta	'we, running'
atqaqhutin	'you, going down'

Compare the examples containing qh to those containing kh so that the difference between the two sounds is clear to you.

The voiceless uvular fricative sound, which is written qh when it is between vowels, may also occur following another consonant. In that case it is simply written h, although here the letter h actually represents the same sound as qh:

uqaɬhich	'words'
saviɬhaq	'metal'
iɬha	'its being'

Pronounce these words and notice that the sound of the h is the same as the sound of the qh in mayuqhuni 'he, climbing'.

When h is written alone between vowels, it represents a different sound than it does in the above words. After a vowel, h sounds very much like the English h in hit or help. Pronounce these Inupiaq words continaing h:

aahaaliq	'oldsquaw duck'	ayahaaq	'string game'
quhiq	'to cough'	yuhihiq	'a phantom'

Exercise I. Fill in the blanks with the appropriate voiceless fricative (s, ɬ, sr, ɬ, kh, qh, or h):

1. pa____igaa 'he blames him'
2. qaq____u 'lip'

3. ipi___uni 'it being sharp'
4. atik__uk 'shirt'
5. piña__ut 'three'
6. u__aq 'lead on the tip of bullet, primer'
7. uki___ ___aaq 'cloth'
8. ___aputit 'dam'
9. sik__aq 'pick axe'
10. avi__uni 'it splitting in half'
11. uqa___ ___ich 'words'
12. i__aġuq 'wing'
13. na__aq 'hood'
14. uq__uq 'seal oil'
15. i__uaqtuq 'it is correct'
16. atni__uni 'he being hurt'
17. iq__aq 'cheek'
18. iq__u 'large intestine, rectum'
19. aŋunia__iq 'hunting'
20. qitchii__iq 'Wednesday'

Exercise II. Fill in the appropriate voiced or voiceless fricative.

1. ta___ ___u 'snowshoe'
2. ma__uruq 'it is howling'
3. i__uktuq 'it is sucking'
4. sa__iruq 'he has had a haircut'
5. iq__aktuq 'he is hooking for mudshark'
6. i__uqutaq 'porcupine'
7. pi__uktuq 'he is walking'
8. ku___ ___aq 'fishnet'
9. i___ ___aq 'to laugh'

10. ak___ik 'to touch'
11. i__i__ak 'foot'
12. imi__aa 'he drank it'
13. utku__ik 'cooking pot'
14. ta__a__niq 'wrist'
15. ta__a 'that's all!'
16. i__iptun 'like you'
17. su__ __u 'nasal cavity'
18. a__uaq 'a boil'
19. i__ __ich 'you'
20. u__u__u 'nephew'
21. u__ __uk 'bearded seal'
22. a__ __u 'sled runner'
23. ki__i__aa 'it bit him'
24. qi__ak 'sky, heaven'
25. miki__uq 'it is small'

Exercise III. Fill in the blank with a fricative (voiced or voiceless):

1. ku__ __aq 'fish net'
2. qu__it 'ten'
3. u__u__u 'nephew'
4. a__ __ak 'hand'
5. mi__u__uq 'juice'
6. i__ __uki__aaq 'to juggle'
7. i__ __i__ __iñaq 'only you, just you'
8. atau__iq 'one'
9. aana__ua__a 'my grandmother'

10.	aa___aa___iq	'oldsquaw duck'
11.	pi___u___ukpich	'do you want to walk?'
12.	pi___ ___uruq	'he is capable'
13.	ni___i___u___ut	'we are eating'
14.	si___a___iitchuq	'it's bad weather'
15.	ta___a___niq	'wrist'

CHAPTER EIGHT

NASALS

The last group of Inupiaq consonants to be considered are the nasals: m, n, ñ, and ŋ. When a nasal sound is made, the air from the lungs is allowed to pass through the nose rather than the mouth.

The nasals m and n have the same sound as English m and n in the words mat and nut. ŋ has the sound of ng in English singer (this is not the sound of ng in finger). ñ sounds something like ny pronounced together or approximately like the sound of ni in English onion.

	Labial	Alveolar	Palatal	Velar	Uvular	
Stops	p	t	ch	k	q	'
Voiceless Fricatives		s ɬ sr	ɬ	kh	qh	h
Voiced Fricatives	v	l r	ḷ y	g	ġ	
Nasals	m	n	ñ	ŋ		

m is a bilabial sound, like p, made by closing the lips.

n is an alveolar sound, like t, made by touching the tongue to the ridge behind the upper teeth.

ñ is a palatal sound, like ch, made with the body of the tongue pressed against the roof of the mouth.

ŋ is a velar sound, like k, made by creating a blockage between the back of the tongue and the soft palate.

n and m may occur at the beginning, middle, or end of a word. Examples:

	Initial		Medial		Final	
n	naniq	'light'	ini	'place'	suppun	'gun'
	natiq	'floor'	qaniq	'mouth'	timin	'your body'
m	maniq	'tussock'	amiq	'skin'	aġnam	'the woman's'
	matu	'cover'	kumak	'louse'	qayyam	'the canoe's'

ñ and ŋ occur only in the middle or at the end of a word:

	Medial		Final	
ñ	qiñiqtuq	'he is looking'	akiñ	'pillow'
	siñi	'parka ruff'	saviiñ	'your knife'
	iñġiq	'mountain'	siñ	'mouse hole'
ŋ	aŋun	'man'	qitunġatiŋ	'their sons'
	qaŋa	'when?'	niġipḷutiŋ	'you eating'
	kamŋa	'his mukluk'	paniiŋ!	'daughter!'

ñ occurs only very rarely at the beginning of a word, for example ñuaqtuq, which describes the call of the ptarmigan. ŋ, however, never occurs at the beginning of a word.

Exercise I. Fill in the blanks with n or ŋ:

1. a___i 'to be big'
2. a___i 'to go out'
3. ma___uk 'to thaw meat'
4. ma___i 'to show something'
5. ___a___it 'to be sick'
6. aġ___a___ ___u___ 'to the two women'

7. qipmi___i 'their dogs'
8. qitu___ġa___i 'his own son'
9. qu___ ___iq 'reindeer'
10. naku___a 'to be cross-eyed'

Exercise II. Fill in the blanks with n or ñ:

1. i___i 'to hang something up to dry'
2. i___i 'place, room'
3. ___a___iq 'lamp, light'
4. tupqi___ 'your house'
5. ti___u 'to push out'
6. ___iġġii___ 'eat!'
7. aki___ 'pillow'
8. ivgu___ 'towel'
9. mi___uk 'to color'
10. ammiŋ___u___ 'to the two skins'

Exercise III. Fill in the blanks with ñ or ŋ:

1. ui___a 'her husband'
2. ui___i 'her own husband'
3. im___a 'that one (far away)'
4. i___uk 'person'
5. si___ik 'to sleep'
6. qi___aq 'nose'
7. qi___iq 'to look'
8. qipmi___ik 'their two dogs'
9. qu___usriq 'neck'
10. nu___uruq 'it's used up'

11. atqi___ 'your name'
12. iġ___ii___ 'son!'
13. a___iru___a 'I am big'
14. i___iriru___a 'I hang things up to dry'
15. qipmi___ ___un 'to the two dogs'

Exercise IV. Fill in the blanks with the appropriate nasal consonant (m, n, ñ or ŋ):

1. qa___iq 'mouth'
2. tu___i 'footprint'
3. mi___ik 'wake of boat'
4. nu___uruq 'there's none left'
5. ki___a 'who?'
6. ti___i 'body'
7. ka___ ___ich 'mukluks'
8. pi___ġich 'insoles'
9. it___a 'like this'
10. u___ ___ich 'whiskers'
11. qa___ġa 'his mouth'
12. i___igaa 'hangs it up to dry'
13. ___a___iq 'light, lamp'
14. si___aa 'its ruff'
15. si___iq 'bootlace'
16. kik___ik 'heel'
17. siq___aruq 'is greedy'
18. nat___au___ 'backpack'
19. i___ġich 'mountains'
20. ui___itchuq 'she has no husband'
21. a___iqtu___a 'I agree, say yes'
22. sau___iq 'bone'
23. ti___ ___isuun 'airplane'
24. u___ia___a 'his boat'
25. qip___i___un 'to the dogs'

CHAPTER NINE

LONG CONSONANTS

Consonants in Inupiaq may be short or long. As you have learned for vowels, a long sound is written with a double letter. Therefore, long p is written pp and long g is gg. The only exception to the rule of doubling letters is long ch, which is written tch. When pronouncing a long consonant, the sound is held for a longer time than for a single (short) consonant.

Compare the words panik 'daughter' and pannik 'two daughters'. Notice the long n in the second word. Compare imiq 'drink' and immiq 'to be full'. It is important to recognize the difference between long and short consonants, so that we may correctly distinguish between examples like the ones given here.

Examples of long stops are as follows:

pp	suppun	'gun'	nappaq	'to set up'
	quppiġaaq	'jacket'	tuppak	'two houses'
tt	qattaq	'bucket'	mattaq	'undress'
	ittuq	'is'	tuttu	'caribou'
tch	pitcha	'up there'	mitchuq	'it lands'
	natchiq	'seal'	kutchuq	'gum, sap'
kk	akku	'a while ago'	ikkiq	'hard wood'
	putukkuk	'two big toes'	sukkitchuq	'he stepped on a nail'
gg	siqquq	'be hard'	niaqquaq	'to injure the head'
	iqquk	'buttock'	taqqi	'wait'

Examples of long voiceless fricatives are rare:

ss	sassaq	'clock'

(long s does not normally occur in Inupiaq; the word sassaq is from Russian)

Examples of long voiced fricatives are:

vv	uvva	'here'	avvaq	'half'
	savvik	'two knives'	kivva	'in the east'
rr	irrak	'two eyes'	marra	'around here'
	qairruŋ	'give it!'	kurrak	'two rivers'
ll	sallisik	'scissors'	allaq	'tear in clothing'
	nullaq	'spend the night'	qulliq	'topmost one'
ļļ	iļļuq	'cross-cousin'	miļļuuq	'keep throwing things'
	siļļiñ	'sharpening stone'		
yy	qayyat	'canoes'	ayyak	'two poles'
	siyyuk	'beak'		
gg	iggaiñ	'cook!'	naagga	'or'
	pagga	'up there'		
ġġ	niġġivik	'table'	qaġġaiñ	'come!'

Long nasals are:

mm	samma	'down there'	tammaq	'to lose'
	imma	'at that time'	ammik	'two skins'
nn	mannik	'egg'	pannaq	'skinny person or animal'
	nanniq	'to light a lamp'	quunniq	'to be calm water'

ñ̲ñ̲	iññuk	'two people'	siññaktuq	'to dream'
	iñña	'over there'		
ŋ̲ŋ̲	aŋŋun	'game animal'	aŋŋaq	'to keep agreeing'
	aŋŋuuŋ	'catch it!'		

Exercise I. Fill in the blanks with the appropriate long stop (pp, tt, tch, kk, or qq):

1. tu___ak 'two houses'
2. ma___aq 'to take off one's parka'
3. niği___aaqtuq 'he ate first'
4. qu___iğaaq 'jacket'
5. a___iğaa 'he named him'
6. maki___in 'stand up!'
7. ma___ak 'diaper'
8. i___uŋa 'I am here'
9. i___a 'over there'
10. uu___at 'tomcods'

Exercise II. Fill in the blanks with a long voiced fricative (vv, ll, l̤l̤, rr, yy, gg, or ġġ):

1. ma___aq 'mud'
2. ta___uuŋ 'close the door'
3. pa___a 'up there'
4. qai____uŋ 'give it!'
5. i____ak 'two blades of grass'
6. si_____iñ 'sharpening stone'
7. i_____usriq 'condition, way of being'
8. qi_____an 'mourning song'
9. ta_____aq 'shadow'

10. ta_____iñ 'your arm'
11. si_____uk 'beak'
12. i_____aġriq 'black bear'
13. ti_____iuŋ 'order him!'
14. qami_____uŋ 'turn off the light!'
15. nu_____aq 'fawn'

Exercise III. Fill in the blanks with the appropriate long nasal (mm, nn, ññ, or ŋŋ):

1. ka_____ak 'pair of mukluks'
2. qi_____ak 'two nostrils'
3. i_____a 'over there'
4. si_____iq 'to exchange'
5. si_____ik 'pair of shoelaces'
6. u_____uk 'night'
7. pi_____aqnaq 'to be pretty'
8. a_____ich 'skins'
9. avi_____aq 'mouse, lemming'
10. ka_____a 'down there'

Exercise IV. Fill in the blank with any long (double) consonant:

1. ni_____iuŋ 'eat it!'
2. i_____avik 'kitchen'
3. i_____iuŋ 'put it!'
4. qa_____a 'inside there'
5. aa_____aa 'it's smelly!'
6. qa_____aq 'bucket'
7. ku_____uq 'gum'

8.	a_____itŋaq	'bag for hunting gear'
9.	ma_____a	'this one'
10.	qa_____iaq	'bread'
11.	ka_____ik	'mucus'
12.	aqu_____iutaq	'chair'
13.	qa_____uk	'two fish'
14.	a_____uaq	'to catch'
15.	naa_____uq	'it's finished'
16.	tiki_____uni	'as he arrives (future)'
17.	qi_____iuq	'to chop wood'
18.	pa_____ak	'to clap hands'
19.	qau_____aq	'to be clear, light'
20.	qa_____un	'cup'
21.	ka_____iaq	'red fox'
22.	a_____uuŋ	'catch it!'
23.	pivaa_____ak	'to do to excess, too much'
24.	u_____uk	'evening'
25.	a_____ii	'ouch!'

Exercise V. Fill in the blanks with a <u>short</u> <u>or</u> <u>long</u> consonant:

1.	i_____aruq	'she is cooking'
	i_____aiñ	'cook!'
2.	pa_____ik	'two daughters'
	pa_____ik	'daughter'
3.	i_____i	'eye'
	i_____ak	'two eyes'

4.	u_____a	'here'
	u_____ani	'located here'
5.	i_____ani	'then, at that time'
	i_____a	'back then'
6.	i_____ut	'insides, guts'
	i_____ut	'cross-cousins'
7.	si_____aktuq	'to dream'
	si_____ik	'to sleep'
8.	a_____i	'to kick'
	a_____iuŋ	'kick it!'
9.	ti_____i	'to order, command'
	ti_____iñ	'commandment'
10.	qu_____uk	'collarbone'
	qu_____uaq	'to break the collarbone'

CHAPTER TEN

DIPHTHONGS

Writing diphthongs in Kobuk Inupiaq involves some special considerations. Two diphthongs which are pronounced differently in most Inupiaq dialects may sound the same in Kobuk. For example, the following words will sound different in Northwest coastal dialects and the same in Kobuk:

qauq 'forehead'

quaq 'frozen meat or fish'

In order to maintain standard Inupiaq spelling throughout Alaska, all dialects write these words as we have written them here. The result is that Kobuk speakers may spell two words differently, even though they pronounce them the same, as shown by the examples above.

In Kobuk the diphthongs ai and ia are pronounced exactly alike, although they must be written differently.

paiñiqsuq 'he stayed behind'

pianiktuq 'he finished'

The beginnings of these two words sound the same, although they are written differently: pai and pia.

Similarly, the diphthongs au and ua also sound the same in Kobuk speech, as in the examples given above, quaq 'frozen meat' and qauq 'forehead'.

The diphthongs iu and the long vowel ii also have the same sound, as in the following words:

niun 'your leg' paniiñ 'your daughter'

When writing Kobuk Inupiaq, then, how is one to tell which diphthong to write if there are two which have the same sound? For example, if one is trying to write the word meaning 'its skin', he cannot tell whether the last vowel is ai or ia from the sound alone. The spellings amia and amai both seem possible, since both would sound the same. Kobuk speakers must understand something of the structure of their language in order to spell diphthongs correctly. The word for 'its skin' is composed of two parts: amiq 'skin' and the suffix -a meaning 'its, his, or her'. As soon as one realizes what the parts of this word are, he will spell amia correctly; i must precede a, since i belongs to the main word amiq and a is the suffix. The same method allows us to spell 'his daughter' as pania (not panai), since we know the basic word 'daughter' is panik and the suffix meaning 'his' is a.

The word meaning 'his spears' sounds the same as 'his daughter', but it is spelled differently. The word for 'spear' is pana, and 'his many things' is expressed by the suffix -i. Therefore the correct spelling of 'his spears' is panai, although this word is pronounced the same as 'his daughter', pania. Understanding how parts of words combine to form whole words is very important in spelling, especially in the Kobuk dialect.

Another example where confusion of diphthongs might be possible is the word meaning 'her woman's knife'. The basic word is ulu and adding the ending -a gives ulua, even though the incorrect spelling "ulau" would be pronounced the same way.

Consider now the word meaning 'she is a woman'. As you say the word, you hear a diphthong which is either au or ua.

Since the basic word for 'woman' is aġnaq, we know that the word must be aġnauruq. The last part of the word, -uruq, means 'he, she, or it is'. We can see this from the word uluuruq 'it is a woman's knife', which comes from ulu + uruq. In the same way, 'it is a skin' must be spelled amiuruq (not "amiiruq", which would have the same pronunciation). The parts of this word are amiq 'skin' and -uruq 'it is'.

In the case of these diphthongs, the two vowels belong to different parts of the word. If we break the word into parts, it becomes clear which diphthong is to be written.

Exercise I. Fill in the blanks with the correct diphthong:

1.	niaq_____	'his head'	(au or ua)
2.	sav_____	'his knife'	(ia or ai)
3.	qipm_____	'his dogs'	(iu or ii)
4.	nan_____ruq	'it is a lamp'	(iu or ii)
5.	aġn_____raq	'girl'	(au or ua)
6.	supput_____ruq	'it is a gun'	(au or ua)
7.	niġġiv_____	'its table'	(ia or ai)
8.	natch_____ruq	'it is a seal'	(iu or ii)
9.	aġn_____tchuq	'there are no women'	(ia or ai)
10.	nun_____qsuq	'he has lost his land'	(ia or ai)

When the vowels of a diphthong belong to a single part of a word, we cannot divide them up in the ways illustrated in the previous section. Understanding where palatal consonants are found in Inupiaq, however, will help to write many diphthongs which cannot be broken up.

The palatal consonants are ch, l̲, ł̲, and ñ̲. When these consonants are found, the closest vowel before them must be i̲. For example, qipmiñ̲ 'your dog' has ñ̲ preceded by i̲ and qipmich 'dogs' has ch preceded by i̲. tch, however, can follow any vowel, as in natchiq 'seal'.

In the case of diphthongs containing i̲, if they may be followed by a palatal consonant, the i̲ must be the second vowel of the pair. For example, aiñ̲ is a possible group of sounds, but iañ̲ is not possible, since i̲ must be the closest vowel preceding ñ̲. Also, iiñ̲ is possible, but iuñ̲ is not possible, even though the two spellings would be pronounced the same in the Kobuk dialect.

Exercise II. Put an X before possible spellings and an O before impossible ones.

1. iich	2. iut	3. iaɬ
4. aiɬ	5. aiɮ	6. iiɮ
7. iuɮ		

In the same way, the alveolar consonants, t̲, l̲, ł̲, and n̲, may not be preceded by the diphthong ai̲ or the long vowel ii̲. ait and iit are impossible and would have to be written iat and iut. In other words, the diphthongs ia and iu can never be followed by palatals, while ai̲ and ii̲ cannot be followed by alveolars.

Say the word which means 'your daughter'. From the sound, the last vowel may be either ii̲ or iu̲. However, the final ñ̲ tells us that the immediately preceding vowel must be i̲, and therefore we write ii̲ in paniiñ̲.

Consider the word which means 'inland dwellers'. Should we write nunamii or nunamiu? In the plural we add a t, which tells us that the vowel directly preceding cannot be i. Therefore we write iu in nunamiut and nunamiu.

Exercise III. Fill in the blanks with ii or iu:

1.	niġġ_____ñ	'eat!'	(ii or iu)
2.	n_____lġiq	'dragonfly'	(ii or iu)
3.	n_____n	'your leg'	(ii or iu)
4.	pam_____lik	'one with a tail'	(ii or iu)
5.	mann_____ch	'eggs'	(ii or iu)

Exercise IV. Fill in the blanks with ai or ia:

1.	qaġġ_____ñ	'come!'
2.	niqip_____t	'Eskimo food'
3.	t_____ññа	'there'
4.	k_____n	'blouse'
5.	_____laq	'moisture'

Go back over these words and make sure that you recognize which diphthongs are followed by palatal consonants and which are followed by alveolars. Remember that palatals are directly preceded by i, while alveolars may not be preceded by a diphthong whose second vowel is i.

Sometimes, a diphthong is followed by neither a palatal nor an alveolar, for example, iñupiaq. How is it possible to tell that this is the correct spelling, and not iñupaiq? In this case, we must check a related form of the word. The plural iñupiat

shows that the i is not directly before t. We have already seen that the plural of nunamiu is nunamiut, and this tells us in the same way that i does not directly precede t.

Look at a verb stem like the word for 'cry!'. We cannot tell if it should be qia- or qai-. By adding -nġit- which means 'not', we get a form of the word which shows what the correct diphthong is: qianġitchuq means 'he is not crying'. The alveolar n must be preceded by ia and not ai. The word qianiqsuq 'he did cry' also shows that the diphthong must be ia.

Now, consider the word which means 'stay behind'. Is it pai- or pia-? If we add 'not', we get paiñġitchuq 'he isn't staying behind'. Remember that the palatal ñ must be preceded directly by i, so the diphthong must be ai. 'Finish', however, must be pianik-, since the alveolar n shows that i cannot be the second vowel in a preceding diphthong.

SPELLING RULES FOR KOBUK INUPIAQ

1. No more than two consonants may occur next to each other in a word.
2. No more than two vowels may occur next to each other in a word.
3. A word may begin or end with any short vowel, long vowel, or diphthong.
4. A word may begin or end with no more than one consonant.
5. The following consonants may begin a word:
   A. Any stop may begin a word (p, t, ch, k, q) except glottal stop ('). ch is rare at the beginning of a word, for example cha! 'let's go!'.
   B. Of the voiceless fricatives, only s is common at the beginning of words, although h occurs occasionally, as in hiihiuqtuq which describes the noise made by the gray owl.
   C. Voiced fricatives are rare at the beginning of a word, but v, l, and y may occur, as in viuk, a type of grass, liġliq 'goose', and yuuqqaq 'hot beverage'.
   D. Of the nasals, only m and n often begin words, although ñ is found rarely, as in ñuaqtuq describing the call of the ptarmigan.
6. The following consonants never begin a word:

   ɬ, l̥, ɬ̥, sr, r, ġ, ġ, ŋ

7. The following consonants may end a word:
   A. The stops t, ch, k, and q may end a word, but p and ' may not.
   B. No voiceless fricative may end a word.

C. No voiced fricative may end a word.

D. Any nasal, m̲, n̲, ñ̲, or ŋ̲, may end a word.

8. The following sounds never end a word:

p, l, ł, l̥, ł̥, sr, s, v, r, y, g, ġ, h, and '.